DOCUMENT RESUME

ED 139 465 JC 770 285

TITLE	Staff Development: A Profile of Local Institutional Effort.
INSTITUTION	North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE	Dec 75
NOTE	38p.; Some parts may be marginally legible due to print quality of the original document
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Administrative Problems; *Agency Role; Community Colleges; Delivery Systems; *Junior Colleges; *Needs Assessment; *Program Development; Resources; Resource Staff Role; *Staff Improvement; State Agencies; State Surveys; Technical Institutes
IDENTIFIERS	North Carolina

ABSTRACT

This document contains a description of the rationale for staff development programs in North Carolina community colleges and technical institutes, existing means for program delivery, the role of the Department's Office of Staff Development, and the results of a state-wide study conducted to assess the status of local institutional efforts. Results of the study showed there was a high level of administrative support for staff development, but an inadequate level of activities and a need for assistance in program planning. Other needs identified were in the areas of coordination, part-time personnel programs, specific skills training for both instructors and administrators, and resource availability. Scheduling and a lack of adequate resources were found to be the primary barriers to implementation of effective programs. Based on the findings of the study, the Office of Staff Development defined its immediate major goal to be that of increasing local efforts for staff development through promotion, encouragement, and assistance. Such support would take the form of aid in planning, consultation and advisement, conducting workshops, location and dissemination of new materials pertinent to staff development, and identification and securing of outside resources. Tabular study data are included throughout the report. (JDS)

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December 1975

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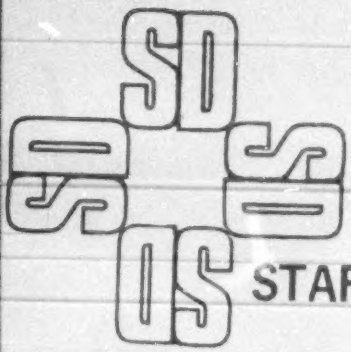

STAFF DEVELOPMENT

A PROFILE OF LOCAL INSTITUTIONAL EFFORT

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NORTH CAROLINA
DEPARTMENT OF
COMMUNITY COLLEGES

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JC 770 285

STAFF DEVELOPMENT

A PROFILE

OF LOCAL INSTITUTIONAL EFFORT

1975

OFFICE OF STAFF DEVELOPMENT
DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

PREFACE

Just as a widely spread flurry of related but disjointed activities do often prelude the advent of a newly identified educational movement, so too is the movement of staff development for community college personnel evolving. Community colleges across the nation are concerned about the pre and inservice training of their faculty and staff. Overnight, it seems, an increasing array of formal and informal programs are being provided--many,many others are on the drawing boards, new plans are being formulated and tried, resources are being developed, and cooperative arrangements of various kinds are being made--all for the purpose of upgrading knowledge and teaching faculty how to teach community college and technical institute students.

North Carolina stands foremost as a national leader in this respect. It is one of the few states in the nation to have a state office (established in 1974 within the department of community colleges) designated to coordinate a statewide program and to assist local institutions in the further development of their professional and administrative staffs.

One of the first activities of the State office was to assess the local effort of the 57 institutions of the North Carolina system of community colleges for the 1974-1975 year. The results of that study together with background information related to the concept of staff development are presented in this report.

The conclusions and summary herein described provide a base upon which to design a comprehensive professional development program to best meet the needs of community college personnel on a more structural basis.

Hazel C. Small, Assistant Director
Division of Staff Development

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INTRODUCTION

The Situation

There are many forces acting on the North Carolina system of community colleges and technical institutes which affect local institutional response to citizen needs for expanding post-secondary opportunities - the chance to enroll and once enrolled, the promise of effective instruction. These forces, whether they be economic, resulting in unemployment, increased enrollment and reduced budgets; industrial and technological, resulting in an increasing demand for trained manpower; and others - all part of the changing social milieu, create budget and enrollment problems which must be dealt with at both the state and local levels. Dealing with these problems by cutting back on offerings or making do with less money, or even serving more and more students with less and less money as solutions, is acceptable only to the degree that other goals more central to the System's mission are established.

Faculty and Staff

Another force which stems from within the System and which perhaps has the greatest influence on the effectiveness of local response is the faculty and staff. This group of educators, including more than *15,000 individuals,

*This figure is derived from the 1975 status report issued by the Office of Management Information Services to the federal government on affirmative action compliance. Faculty breakdown includes 3,180 curriculum, 142 LRC coordinators, 2,861 extension, 207 paraprofessional instructors, and 297 other instructors not classified, and administrative personnel.

represents the human resources whose expertise provide the potentiality of the teaching learning transaction. The sheer magnitude of their numbers, the diversity of their academic areas, their various levels of competence, acquired either through formal education or experience, are among the factors which contribute to the general matrix of instructional quality. Of these, faculty competence is the force most directly related to the effectiveness of local response and to the problem of maintaining quality and relevance in the classroom once it is attained.

Competence

Competence has two dimensions, one public, the other personal. It is both a quality and an attitude. As a quality it is the state of being competent, of having requisite, proper or appropriate abilities to meet a standard of performance; as an attitude, it is one's self-knowledge, one's personal sense of becoming competent or of having attained competence. Teaching is the most important function of the community colleges and technical institutes. It is the prime occupation of its faculty. It is, therefore, assumed that the individual faculty member comes with the knowledge and ability to teach a particular skill and gains a sense of competence through both his inner personal feelings and fulfillment about the meaning of his or her classroom activity on the one hand and from the outer support of the framework of institutional and personal bonds that respect and reward his or her effort on the other.

Setting Goals

However, establishing goals related to the quality of instruction and a faculty's sense of competence is no easy matter. It requires more than a reluctant awareness of the various social forces affecting education, the problems created, the solutions projected and the trends created. It means, among other things, that we look closely at where we are, how we got here, and where we are headed. It means further that we look closely at our resources and identify those which most need development so as to continue to fulfill our promises of educational opportunity, maintain our successes, and yet respond to the social needs at an even higher level of quality.

Early Growth

During the sixties, our major energies were devoted to the business of building the system, establishing the institutions, recruiting and hiring the staff, allocating funds, assessing needs, designing programs, recruiting students, constructing and equipping buildings, designing campuses and teaching--exciting activities which produced publicly a contagious spirit of enthusiasm and renewed faith in public education such as no other movement in public education has ever witnessed.

Where We Are

Today, in a variety of nonresident community based settings, the 17 community colleges and 40 technical institutes of the North Carolina system of community colleges and technical institutes now offer a comprehensive range of multi-purpose low-cost educational programs to a diverse enrollment of more than 525,000 adults having a wide range of abilities, academic achievement levels, ages, motives, economic, social, cultural, geographic and ethnic backgrounds--this it has increasingly been doing since 1963 when through action of the General Assembly the System was created. During this period, our numbers grew from an initial enrollment of 151,200 students served by less than 1,000 faculty to our present student body served by more than 15,000 faculty and at a cost of less than 110 million dollars* in state funds.

Whats Needs To Be Done

The picture suggests that within the economic power of the state to provide funding, the population numbers to be served, the range of programs and facilities needed, and faculty to be hired, the major goals of the sixties have been met. The establishment and building era has about ended. So, too, the initial enrollment boom has slowed down, funding has leveled off and faculty jobs are filled. The earlier open job market and opportunity for faculty mobility has

*Money received through appropriation.

narrowed. Faculty presently employed are likely to remain where they are located for the greater part of their teaching career. Our attention and energies now are directed toward planning and setting goals that will improve what we have, develop stability in the System, and most importantly, develop the talents and creativity of our faculty so as to be able to respond to a complex student body demand for individualized instruction, non-traditional teaching techniques, and greater personal and financial support services to implement the open door philosophy.

DELIVERY SYSTEM

State

Toward this end a division of staff development was established within the office of Student Services and Program Resources in the spring of 1974. This office, staffed by four professional educational consultants and two clerical assistants, was assigned the major responsibility for providing leadership and administrative services necessary to promote, plan and coordinate programs relevant to the educational needs of community college and technical institute personnel. The designation of this State office in support of local institutions in North Carolina and to fulfill a new and unique role, is part of an explosive movement, both state and nationwide, to improve the quality of teaching in higher education.

Local

Within the State there has been an increasing involvement of local personnel in a variety of staff development activities. While most of these activities, including inservice workshops, university graduate off-campus credit courses, educational leave, seminars and institutes have been provided as needed on a more or less sporadic basis by local institutions--there has heretofore been no systematic statewide leadership to coordinate or support the training of teachers and staff members, with the exception of the special adult basic education (ABE, high school diploma (H.S.), general equivalency diploma (GED), and human resources development (HRD) programs.

University

While it is true that the Department of Adult and Community College Education at North Carolina State University at Raleigh has been both tremendously responsive and supportive of the community college system by educating and awarding more than 480 masters or doctor degrees since 1964 to selected community college personnel throughout the state, it is not intended nor is it possible for one or more units of the university system to provide for the continuing professionalism of all our personnel. The need for services is greater in both numbers and kind than the ability of the university to provide them. Additionally, community college teachers do not always find graduate education to be sufficient in preparing them to teach "the new students" or to implement the "open door"--the task to which they are being held accountable, by both their students who want degrees, certificates, and diplomas for jobs, and by legislators who allocate funds, but who demand in return an ever increasing level of efficiency.

Consortia

More recently, many of our institutions have joined together into groups, both formal and informal, such as the Western Consortium or the Eastern District Deans Association to pool their resources and seek funds from various sources, or to discuss common problems and plan programs enabling them to provide numerous institutional and professional development services not otherwise possible.

Associations

Other staff development groups include the professional associations, both state and national, in which many of our personnel have been participating on an individual basis. The numerous state organizations, such as the North Carolina Presidents' Association or the North Carolina Community College Adult Educators Association, as representative of the more than 45 listed in the 1975-1976 Education Directory of North Carolina, are professional in nature. Each

group sponsors at least one statewide annual conference, in addition to a series of regional meetings throughout the year, for the expressed purpose of training and upgrading the skills of their membership. Many of our personnel are dues paying members of national associations and regularly receive journals and periodicals. Moreover, travel funds are provided by local institutions for staff members to attend a national conference each year.

DEFINING THE STATE ROLE

In an attempt to more clearly delineate the role of the State office of Staff Development, a number of activities, including reviewing the literature, defining the concept of staff development and conducting a study designed to develop a profile of the current status of local institutional efforts, were instituted this past year.

What Others Say

Three nationwide approaches to the goal of the improvement of teaching as distinguished by Gaff[1] include: (1) teacher training, (2) course revision and new materials, and (3) institutional reorganization. Much of the leadership of this national movement has been "grass roots"--provided by community colleges whose faculty are either often heavily staffed by otherwise competent vocational or technical personnel, but who, have had little opportunity to learn how to teach; and who, once hired, have few opportunities to upgrade their skills or keep abreast of changes in the occupational world of their technical field; or are staffed by curriculum faculty drawn from the highly educated pool of university graduates who possess advanced knowledge of the subject matter of their various disciplines, but who also have had little preparation in how to teach. This condition is true in North Carolina.

[1]Gaff, Jerry G. Toward Faculty Renewal, Jossey-Bass, Inc., San Francisco, California, 1975.

Coupled with this are new requirements in response to federal and state governmental pressures related to special programs, affirmative action compliance and the "Revised North Carolina State Plan for the Further Elimination of Racial Duality in Post-Secondary Educational Systems."

ow We See It

The major problem, as perceived by the Division of Staff Development personnel, was that of identifying needs for staff development, identifying resources both financial and human to meet these needs, and developing and promoting delivery systems toward fulfilling the identified needs. The problem was perceived as statewide in scope involving all the personnel of all segments of the community college system in North Carolina.

hat We Need To Know

In an attempt to gather information pertinent to solutions to developing a state profile, a study was designed to seek answers to the following general questions:

- What is the local institutional effort on staff development?
- How are programs developed?
- What is the nature of the activities?
- What are the limitations and barriers?

ssential Tements

Whereas the staff development study focused primarily on the methods for improving the skills of administrative and instructional staff, other elements directly related to the teaching environment were also included as follows:

I. Local institutional effort toward staff development including commitment and administrative support.

   a. The rationale, purpose, institutional goal, or policy statement.
   b. The organization or delivery system.

c. The annual plan for this activity.
d. Responsibility for planning, organizing, conducting, coordinating, and securing resources.
e. Amount of money, if any, budgeted for this activity.
f. Amount of money expended on staff development activities.
g. The source of training leadership.

II. Local program development

a. Needs assessment.
b. Scope of needs.
c. Variety of programs planned to meet specific needs.
d. Program evaluation.

III. The nature of the activities

a. Specific goals, objectives and content areas.
b. Personnel involved. Participation, recognition, records, and rewards.
c. Numbers of personnel involved.
d. Kinds of activities provided, i.e., the format, duration, frequency and sequence.

IV. Specific limitations or problems which serve as barriers to local staff development activities.

a. Scheduling.
b. Resources.

THE STUDY

Purpose

The purpose of this report is to provide a document to serve the Vice President for Student Services and Program Resources, the Division of Staff Development, and other individuals, committees or consortia, as a point of departure from which to begin to develop a comprehensive coordinated program for staff development within the community college and technical institute system.

The remainder of this report will briefly describe the procedures used in developing and designing the instrument, a definition of staff development, and finally, the findings, summary and recommendations of the study.

Procedures

A multi-item survey instrument was designed to collect the data required in completing the current status profile. The instrument was subject to review and criticism by a random sample of five institutional presidents representing city and rural institutions, large and small enrollments and the various geographical regions of the State. It was revised, then reviewed and approved by the State Department President before it was finalized. During this time, a review was also begun of the literature on staff development as well as an inquiry into what other states around the country were doing with regard to the planning and designing of staff development activities for community college personnel. From this inquiry, there has emerged a generalized format of elements essential to the promotion and coordination of local staff

Design

development activities; these include: organization, needs assessment, programming, financing and evaluation. This report addresses each of the elements indicated although in greater specificity, i.e., summarized data of the study provide the following description of the philosophy, commitment, administrative support, organization, leadership and assignment of responsibility, resources, identification of needs, scope of activities provided, evaluation of accomplishments and ongoing problems of local staff development efforts.

Definition

For the purpose of this study, staff development was broadly defined as the process by which community college personnel renew or acquire the values, attitudes, interests, skills and knowledge current in the professional body of community college education. The process includes all of the planned experiences, institutional structures, and personal interactions through which faculty and staff are encouraged to develop the skills they need in order to teach in a wide range of situations to a complex student body. Specifically, it is the means by which they modify their self concepts, internalize expectations, and identify with both professional and institutional goals.

Methodology

The data for this report was obtained during the spring quarter of 1975 from each president or dean of instruction of the 46 out of 57 institutions who responded to the mailed survey questionnaire. Data was collected in the form of ordinal measurements (objects of a set are rank-ordered on a characteristic or property: yes/no, do/do not, or other forced-choice type responses). A fill-in blank for "other" responses was provided on a number of items, also, two items solicited information unique to a respondent's institutional situation and therefore ample blanks were provided on these items to permit seven or more different observations. Summarized responses are presented through statements, tables, or listings.

FINDINGS

Local Effort

The first section deals with institutional effort and the organizational structure for the administration of staff development activities. Data indicates that training activities were sponsored by 44 institutions during the 1974-1975 year. Of these, 15 institutions have an institutional plan for staff development which is directed by an administrator, a dean, a department head or an educational development officer. Also, 23 institutions have a staff development committee whose major functions are to: (1) develop a plan, (2) identify needs, and (3) plan, recommend and evaluate resources, facilities, procedures, and activities. Whereas a few institutions support staff development through a specified line item, some special programs such as ABE, GED, H.S., and HRD have budgets allocated to inservice education activities due to the nature of their funding sources (federal funds, state, manpower funds, etc.).

Philosophy and Commitment

Most of the administrators of our institutions feel that staff development is an important function of the institution. Table 1 illustrates the degree of consensus (on a five-point scale, ranging from "no, some, moderate," and "considerable" to "complete agreement"), existing among them regarding some basic assumptions selected from among many listed on the questionnaire. All agree that there is a need for staff development and see the task of developing the talents and capabilities of presently hired staff to be their major staffing priority. Whereas they felt that faculty drawn from business, industry and trades do not need special training in teaching skills, they agree that all faculty, curriculum and non-curriculum do need training in a common set of instructional techniques.

Table 1
Statements related to assumptions about staff development needs and agreement by institutions responding

Assumptions	Institutions Number	Percent
We feel there is a need for staff development at our local institution	46	100
Our staffing priority at this time is to develop the administrative and teaching capability of our existing staff so as to improve their performance	44	95
A person who is successful in a business, occupation, profession, industry, trade or a particular skill can instruct others to understand and perform in that skill without additional training in the technology of teaching	44	95
Part-time, full-time, academic and/or vocational faculty need training in a common set of instructional techniques	43	93

Moreover, Table 2 indicates that successful instruction is dependent upon a number of teacher competencies.

Table 2
Teacher competencies and institutional agreement of moderate or better

Competencies	Institutions Number	Percent
Subject matter knowledge	45	97
Principles of learning	45	97
Self-confidence attitudes	45	97
Curriculum construction	43	93
Characteristics of adult learner	45	97
The community college system	44	95
Instructional process	46	100
"Open door" philosophy	41	89

Table 3 points up that, whereas all respondents said they feel that inservice leadership could come mainly from within their own ranks or from within the system, many, however, also see a need for university professors, State staff, and outside consultant assistance.

Leadership

Table 3
Sources of talent for inservice leadership and institutional agreement of moderate or better

Source	Institutions	
	Number	Percent
Within our ranks	46	100
University	34	73
State office	36	78
Outside consultants	30	65

Funding

Although most presidents advocate and encourage staff development activities, very few budget funds to make these services a reality. Other states such as Florida, which has a major staff development program, have found that an amount of money equal to 1-3% of the annual operating budget is the minimum amount necessary to carry out an effective program. Table 4 illustrates that the total amount reported by our institutions was $114,104 or .001% from operating budget; when combined with funds from other sources, the amount is $198,199 or still less than .002%.

Table 4

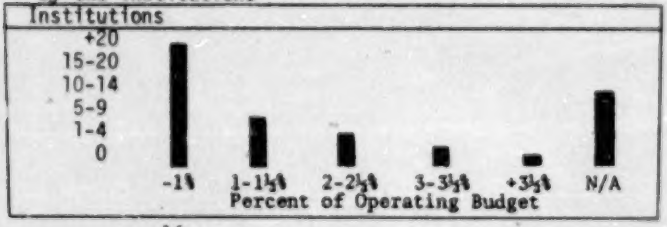
Amounts of funds expended for staff development and sources of these funds, as reported by 17 institutions for 1974-1975

Budget Funds	Other Funds	Source of Other Funds
$ 500.00	$ 1,000.00	Appalachian Consortium
2,000.00	4,476.18	Title III
5,000.00	500.00	Private Source
7,514.00		
1,000.00	3,000.00	Title III
6,000.00	3,000.00	County Title III
11,000.00	2,000.00	County Tax Funds
3,700.00	500.00	Cooperative Education
2,400.00		
390.00	600.00	Local
11,500.00		
11,000.00	5,653.00	State Bd. Exemplar Program
10,000.00	355.00	Title III
5,000.00		
12,600.00	13,000.00	Federal funds
14,500.00	12,000.00	Title III
10,000.00	38,000.00	Title III
$114,104.00	$84,084.18	- - - - - - - - - - - TOTAL

Although most institutions lack a line item specifically designated to support and record staff development activities, and, due to the nature and variety of opportunities that are regularly provided, such as personnel travel to conferences, subscriptions to professional journals, educational leave, etc., most chief administrators did, however, report an estimate of the percentage of operating budget funds expended for these activities. Figure 1 illustrates these percentages.

Figure 1

Estimated percentage of operating budget expended during 1974-1975 for staff development activities by the institutions



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Decision Making

The bases upon which opportunities are provided vary as do the status of individuals who make decisions about inservice needs. Most decisions are made by deans or presidents on the basis of the availability of funds to provide activities as illustrated in Tables 5 and 6.

Table 5

Classification of personnel who make decisions and bases of inservice activities, and institutions providing opportunities

Classification	Institutions Number	Percent
Deans	36	80
Presidents	31	67
Department heads	29	63
Staff development committees	22	48
Faculty senate	9	19
Available funds	25	54
Local, state or Fed. regulations	18	39
Motivation from outside sources	14	30
State office recommendations	12	28
Educational committee faculty	2	4
N/A	2	4

Assessing Needs

Inservice needs are identified through a variety of methods although mainly by an analysis of problems.

Table 6

Classification of methods of determining inservice needs and institutional utilization

Classification	Institutions Number	Percent
Analysis of problems	40	87
Instructor surveys	30	65
Time available	24	52
What's available	22	48
Advisory committee recommendation	21	45
Other	6	13
N/A	1	2

Activities

During 1974-1975, local institutions sponsored a variety of activities for full-time and/or part-time staff as listed in Table 7.

Table 7
Classification of staff development activities and number of institutions providing opportunities for full and/or part-time personnel

Activity	Institutions Full Time	Part Time	Both
Inservice workshops	12	2	29
Periodic faculty meetings	17	1	28
Credit courses on our campus	7		18
Credit courses/nearby university	12	1	22
Journals, newsletters, etc.	14	1	23
Pre-service workshops	9	3	19
Staff recruitment plan	8		13
Encouragement to attend professional conferences, etc.	27	1	20
Encouragement to attend regional and state workshops directly related to areas of individual responsibility			
Active recruitment to meet specific staffing needs	17	1	22
Encouragement for educational leave	33	1	19
Other - which includes division meetings, educational preparation guide, developing educational plan for each employee, encouragement to staff to get higher degree, required educational leave, and assistance to develop individualized learning packages and/or objectives	1		4

Inservice Workshops

In addition to institutional orientation meetings for new faculty, regular faculty meetings, division or departmental meetings, credit courses held on campus but sponsored by a college or university, attendance at professional meetings, conferences and institutes,

or educational leave, a variety of 1-3 hour in-service workshops focusing on different specific subject matter content were conducted by institutions throughout the State for full-time and/or part-time staff. Table 8 represents a listing of topics offered for these personnel.

Table 8
Topics of 1-3 hour inservice workshops provided for staff

Full-time Staff	Part-time Staff	All Staff
Specific academic topics	Orientation to LRC	Teacher attributes
Adult learning	Adult Learner	Philosophy
Exploring community education	Counseling techniques	Techniques of instruction
Community as leader	Teaching methods	Instructional management
Interaction with industrial leaders	Policies & procedures	Continuing education principles
MBO	Orientation	Curriculum
Human relations (clerical)	Learning disabilities	Behavioral Objectives
Decision making (administrative)	Food products and preparation	Organization of Department of CC
Secretarial skills (clerical)	ABE techniques	History, philosophy, & objectives of CC
Accountability (administrative)		Instructional methods for handicapped
Interviewing (administrative)		Providing for individual student needs
First aid		Governance
Administrative role		Principles of adult education
Secretarial upgrading		Upgrading school food service
Shorthand techniques		Student evaluation
Human relations		Grading
Financial aid		Tutoring
Mental health		Extended day classes
Individualized instruction		
Instructional management		
Instructional English		
Nature of organization		
Role of faculty advisory		
Nursing emergency procedures		
Creative leadership		
Human development seminars		
Use of A-V in instruction		
Affirmative action guidelines		
Humanizing instruction		
Developmental studies		

Table 8 continued
Full-time staff

Guided studies orientation
Emergency medical technology
Personal motivation
Human aspect of dealing with people
Pros and cons of PPA
Human relations
Systems approach
Program planning
Police planning
Grading issues
Evaluation principles
Class attendace issues
Body repair and auto transmission techniques
Cosmetology upgrading
Electronic refresher
Accountability
Effective instruction
Langauge range planning
Attrition
Administrative planning
Articulation
History and philosophy of CC
Clustering concept
Competency based education
Mission of the CC System
Role and function of social services
Advisory committees
Concept of "week-ender courses"
OSHA policies
Communications for secretaries
Vocational choice
Human potential
Decision making
Developmental studies
Management awareness
Community college trends
GED testing
Archectural design
Photographic equipment, etc.
Intra-institutional communication improvement
Group processes
Conservation of energy
Computer services
Educational law
Open forum
Media development
Excellence in instruction

Educational Leave

In addition to the structured activities described in the preceding portion of this report, educational leave is also available, under certain conditions, to any full-time employee who has been employed by one of the institutions of the System for at least 11 consecutive quarters. Such leave with pay releases the employee from duties or time normally required in carrying out his responsibilities in order to devote full time to studies directly related to improving his or her competence in an assigned area.

Table 9 illustrates a total of 46 administrators and 182 faculty members took educational leave under Administrative Policy 3.0141 during 1974-1975. The administrators represented 24 different institutions with a range from 1-6 presidents, vice-presidents, department heads or deans participating; whereas 35 institutions reported a range from 1-17 faculty participating in educational leave opportunities.

Table 9
Number of institutional administrators and faculty participating in educational leave during 1974-1975

Participation	Personnel	
	Administrators	Faculty
Range	1-6	1-17
Individuals	46	182
Institutions	24	35

Evaluation

Inservice activities are most often evaluated through verbal statements. However, institutions indicate, as shown in Table 10, that written instruments, reports, other methods or a combination of these are also utilized to assess in-service effectiveness.

Table 10
Classification and combination of methods of evaluation and institutions providing in-service activities

Methods and Evaluation	Institutions Number	Percent
Verbal comments only	16	34
Written instruments	9	19
Verbal and written comments	6	13
Other methods*	5	11
Written and other methods	2	4.6
Verbal and other methods	2	4.6
Written, verbal and other methods	3	6.5
No evaluation	1	2
No response	2	4.6
Total:	46	

*Includes written reports and descriptive summaries of a recording nature

Record Keeping

Consistent with policies stated in the 1974 "Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems" (Page 198), inservice opportunities offered institution employees are documented and maintained by 27 institutions according to the indicators of race, sex, acceptance or rejection by the employee, and by disposition of requests made by employees are indicated in Table 11.

Table 11
Listing of racial duality indicators and institutions documenting and maintaining records

Recorded Indicators	Institutions Number	Percent
Disposition of requests only	7	15
Race, sex and dispositions	3	6.5
Race and sex only	3	6.5
Acceptance, rejection and disposition	2	4
Race, sex, acceptance and rejection	2	4
Acceptance and disposition	1	2
Sex and disposition	1	2
Acceptance or rejection	1	2
Acceptance only	1	2
All above	6	13
Total:	27	

oblems

Presidents and other administrators who realize the value and need for staff development but who otherwise did not provide adequately for these activities reported that conditions over which they had little control limited their support. Most presidents responded to the item, "some problems related to staff development" by identifying a number of conditions which were perceived as barriers limiting their ability to act on their beliefs.

The lack of funds was seen as the major problem related to staff development. Inadequate funds to cover the cost of released time, travel, stipends, consultant fees, and educational leave serve as the major barrier to increased institutional opportunities. However, the factor of scheduling inservice workshops at a time when most personnel can attend was seen as the second greatest problem. Other problems, listed in order of frequency cited, are listed in Table 12.

Table 12
Listing of problems related to staff development and institutions responding

Problems	Institutions Number	Percent
Budgeting	25	54
Scheduling	27	57
Resources (programs, courses, consultants)	8	17
Difficult to provide for individual differences in needs	7	15
Motivation of staff	7	15
Lack of concerted effort to develop and implement plan	3	6.5
No systematic plan	3	6.5
Follow-up and evaluation	1	2.1
Delivery of training activities to those in need at reasonable distance	1	2.1
Lack of criteria for providing staff incentives (tied to salary scale)	1	2.1
Lack of administrative support	1	2.1
Attendance (volunteer versus mandatory)	1	2.1
Lack of policies	1	2.1

NEEDS

Continuing Needs

A variety of projected instructional needs ranging from the history and philosophy of the open-door post-secondary institution, to the nature of the non-traditional student, the learning environment, adult instructional methodologies, teaching learning process and specific subject matter areas were identified according to teaching or administrative areas of responsibility. They are listed in Table 13.

Table 13
Project areas of staff development need for selected personnel

Personnel	Area of Projected Need
Administrators	Degree upgrading Program planning and development Management and administration Organizational development Planning Job classifications Curriculum development Evaluation (staff competency) Program assessment Supervision Affirmative action Long-range planning Scheduling Completing reports

Table 13 continued

Personnel	Area of Projected Need
	Identifying needs
	Data management
	Budget development and management
	Institutional strategies
	Improving communications
	Surveying additional funding
	Communication technique
	Nature of organizations
	Exploration of ways to become more involved with students
New Faculty	Orientation to institution
	Individualized instruction
	A-V methodology
	Basic instruction methodology
Clerical Staff	Upgrading
	Business techniques
	Telephone manners
	Interpersonal skills
	Role of clerical staff
Vocational	Utilization of resources
	Student motivation
	Instructional strategies
	Measurement and evaluation
	A-V materials
	How to teach
	Organization of daily plans
Faculty	Working with the disadvantaged
	Course design
	Competency based instruction
	Designing appropriate experiences for diversified student body
	Instructional techniques in remedial programs
	Alternative styles of learning
	Program development
	Instructional methods
	Packaging materials
	Adult Learner

Table 13 continued

Personnel	Area of Projected Need
	Evaluation
	Student motivation
	Upgrading in academic areas
	Community college philosophy
	Materials development
	Student advertisement
	Emergency procedures
	Safety awareness
	Two-way communications
	Professionalism
	Curriculum planning
	Course content
	Student rights
Student Personnel	Academic counseling
	Placement testing
	Career choices
	Individual differences
	First aid
	Narcotic detection
	Management information systems
	EEOC regulations
	Meeting requirements of Federal laws
	Recruitment techniques
Part-time	Orientation
	Adult learner
	Individualized instruction
	Student motivation
	Teaching skills

CONCLUSIONS

This study was concerned with the problem of assessing and describing the current status of local institutional efforts on behalf of staff development. Specifically, the study measured the degree of administrative support, the identification of needs, and the extent of activities that are provided for local community college personnel across the state.

Conclusions based on the findings of this study were as follows:

Support is Strong

1. There is definite evidence of local administrative support to staff development activities. In many institutions, an institutional staff development committee has been organized under the direction of the dean of instruction who is responsible for developing an institutional plan. This committee is responsible for identifying needs and for planning, coordinating, and evaluating inservice activities.

Need for Planning Help

2. Local administrators generally agree there is a need for more knowledge about how to organize, how to plan, set goals, assess needs, identify objectives, locate resources and evaluate activities or appraise individual performance.

Need for Activities

3. Staff development opportunities presently provided are inadequate to meet the needs of community college personnel. Although the variety of institutionally sponsored programs enabling faculty or staff to improve or upgrade their skills across the state is wide, the actual options available to any employee in any institution are

extremely limited. Categorical programs, such as, ABE and HRD for which staff development provisions are built-in and are coordinated at the state level, are the exception.

Need for Coordination

4. There is little coordination or encouragement of local efforts which result either in a duplication of inservice programs to small groups or else in a scarcity where few or no programs are provided. Both in the smaller institutions and in those geographically isolated where too few of the staff or faculty share the same needs to warrant expensive training programs, there is no communication network or delivery system to inform personnel of programs in neighboring institutions or to provide easy access to these programs.

Need for Part-time Personnel Programs

5. There are very few, if any, opportunities for part-time extension personnel to learn teaching techniques or for vocational technical faculty to upgrade their skills.

Need for Resources

6. Resources for implementing staff development activities are inadequate. At the present time there are no special federal or state funds earmarked for these activities. Very few institutions feel they have sufficient state funds to include these items in their budgets or to designate a line item to account for funds expended for this purpose.

Skill Area Needs

7. Administrators identified a wide range of projected personnel needs encompassing all areas of administrative responsibility and teaching assignments. These skills, both cognitive and attitudinal, are related to management, teaching techniques, counseling students, and occupational technologies.

Barriers

8. Local administrators generally agree that the problems of resources and complexity of scheduling were the greatest barriers encountered in the planning and implementation of staff development activities.

RECOMMENDATIONS

Based on the findings of this study and consistent with the direction of post-secondary educational ferment, the State office of staff development perceives its immediate major goal to be that of increasing local efforts for staff development.

Promote, encourage and assist

Specifically: (1) To promote the concept of staff development and encourage local administrative support for these activities, i.e., encourage each institutional president to designate a key person who will be responsible for organizing and coordinating a staff development committee that will develop a plan to insure that each staff or faculty member acquires new skills or upgrades present abilities in assigned areas of responsibility; (2) To assist the local staff development committee in whatever way appropriate to gain the leadership skills necessary to develop staff development action plans, i.e., consult, advise and conduct workshops on a state, regional or local level whereby program planning and/or leadership training is presented; (3) Assist local institutions to implement their staff development plans by developing, conducting, or serving as consultants for workshops in specific areas; (4) To locate and disseminate new information and new materials relevant to staff development, and finally (5) To identify and/or secure outside resources, when possible, that will assist the state office to carry out these objectives.

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